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Contents

Pabitra Sarkar

Bangla Spelling Reform : The Long and Short of It 07-28

Mahendra Kumar Mishra

Language Revitalization through Multilingual Education
in Odisha and Chhattishgarh 29-48

Probal Dasgupta

Standards, Dialects, Literature and Thin Description 49-61

Prashanta Tripura

Conceptualizing Multilingualism in Bangladesh:
An Interdisciplinary Perspective 62-74

David A. Peterson

The Role of Mother Language: Oral Literature Traditions
as a Foundation for Incipient Written Literary Traditions 75-87

Jinnat Imtiaz Ali

Language Situation and Linguistic Diversity of Bangladesh 88-100

A.B.M. Razaul Karim Faquire

Reconsidering the Prevalent English Language Education
System in Bangladesh 101-148

Sheikh Mohammad Shafiul Islam

Free-hand English Writing of Secondary Schools:
Attitude, Ability and Practice of the Students 149-163

Contributors' Profile 164

Reconsidering the Prevalent English Language Education System in Bangladesh

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Abstract

This study aims at reconsidering the prevalent English language education system and offering a new English language education system in Bangladesh by demonstrating a variety of issues in the premise of a framework involving a five-step process: i) creation of an ideological basis, ii) formulation of a policy, iii) interpretation of that policy into a planning, iv) creation of a language education administration and v) establishment of a language education system. In order to achieve the aim of this study, I have made an analysis on the prevalent English language education system and found it to show several cleavages along its various parameters: ideological basis, policy, planning, and language education administration, which call for the reformation of this ELE. I, therefore, make an attempt to project an English language education system on the basis of a planning grounded on language policy underpinned with the ideology of globalization in compliance with the fundamental principles: i) Bangalee nationalism, ii) secularism, iii) democracy and iv) socialism of the nation Bangladesh. The English language education system, which I projected here, by means of the analyses of prevalent ELE endorses an optional provision for the education of literacy English from class III up to class VIII and that of academic subjects in English medium (as an alternative to other foreign language) from class IX to class XII which will require the students to undergo a proficiency based schooling system and continuous assessment under an independent language education administration, e.g. foreign language education board.

1. Introduction

Bangladesh has got an English language education (ELEⁱ) system backed by the National Education Policy (NEP, 2010) comprising education of general English with an emphasis on communicative skills as well as the optional education of academic subjects in English medium at all phases of education. It is an extension of the colonial

inheritance which is still being run, with a little revision, to provide ELE to the people who undergo formal education. The authority of education has continued to maintain this colonial inheritance by averting the basic principles of language policy. Therefore, it has recently attracted the attention of practicing English language educationists, e.g. Ahmed (2005), Banu and Sussex (2001), Chowdhury and Kamal (2014), Faquire (2015), Hamid and Honan (2012), Imam (2005), Mazumder (2013) and Unterhalter et al. (2003), who have raised a number of questions as to the language education policy of Bangladesh. The issues which they raised include the status of English as a priority foreign language (FL), the gap between policy and practice of ELE, and the implementation of English language planning, which call for a systematic analysis of prevalent ELE.

Given the above backdrop of the prevalent ELE system, I here present a framework for the ELE system based on a planning grounded on language policy underpinned with the sociolinguistic ideologies in compliance with the fundamental principles of the country Bangladesh to be useful in reconsidering the prevalent ELE system in Bangladesh.

II. Issues of Language Education as Addressed in the National Education Policy

Bangladesh does not have a language policy for which it relies on the NEP (2010) to address the issues associated with the language in education policy. The following are several excerpts from the NEP (2010) which reflect on the education policies of five different clusters of languages.

i) Education of Bangla at all phases of educations:

⇒ *(the) aims, objectives, goals and principles of the Education Policy to ensure efficient and correct teaching of Bangla language (NEP, 2010: pp.10)*

ii) Education of English and that in English medium at all phases of education:

- ⇒ *Appropriate steps will be taken from the very beginning to ensure English Writing and Speaking skills and that will be continued and emphasized in the forthcoming classes as per needs. (NEP, 2010: pp.14)*
- ⇒ *At this level (secondary level), the media of instruction will be Bangla, but as per the competence of any educational institution, it may also be English. (NEP, 2010: pp.21)*
- ⇒ *English will be taught as a compulsory subject at the degree level of all colleges and universities. It will carry 100 marks/3 credits (pp.32). English will remain as a medium of instruction in higher education along with Bangla (NEP, pp. 32).*

iii) Education of languages of minority speech communities:

- ⇒ *to facilitate learning in the mother languages of the indigenous peoples and small ethnic groups at the primary level of education (NEP, 2010: pp.12)*

iv) Education of Sanskrit and Pali language as liturgical languages at the tertiary level

- ⇒ *The courses called adya, madhya and upadhi of Sanskrit and Pali will continue after (NEP, 2010: pp.23)*

v) Education to develop primary skills of foreign language education (FLE) of the countries seeking manpower from Bangladesh:

- ⇒ *Provision will be there to train the students to have some primary skills of the languages of those countries (importing Bangladeshi manpower) (NEP, 2010: pp.26)*

The excerpts, cited from the NEP (2010), given above endorse a

provision for the education of languages that can be categorized to five different clusters. It reflects a language policy which endorses a compulsory provision for the education of Bangla language, the national language of Bangladesh, and English language, the colonial inheritance carried over from the British education policy. It also endorses an optional provision for the education of academic subjects in English medium in all phases of education. Though English is a FL in the context of Bangladesh, the NEP (2010) gives an extraordinary emphasis on ELE as compared to the other FLs.

III. Situation of English Language Education in Bangladesh

The ELE system based on the NEP 2010 has been implemented by the authorities including the Directorate of Secondary and Higher Secondary Education (DSHE) and the University Grant Commission (UGC). It, as a system covers a compulsory education of general English with an emphasis on the communicative English up to pre-tertiary phase of education as well as the optional education of academic subjects in English medium in all phases of education. It, as a system, is not based on any kind of language policy rather on some arguments, the instances of which can be found in the writings of the educationists advocating the ELE in Bangladesh by assuming it to be a part of basic education. Imam (2005) and Hamid (2010) are such advocates who actually echo the suggestion of those English language educationists, who have been working to vernacularize English in the multilingual countries, e.g. India, Kenya, Nigeria and Papua New Guinea. They provide the following arguments in favour of the compulsory provision for the ELE in Bangladesh.

- i) English is a colonial inheritance,
- ii) English is an international language,
- iii) English is a means for the access to global knowledge, and
- iv) English is a means for the access to global job market.

On the basis of the above arguments, the ELE policy makers of Bangladesh made English language a compulsory subject in the education system of Bangladesh with the two basic principles:

- i) English for all, and
- ii) Earlier is better.

IV. Consequences of the Prevalent English Language Education Practices in the Society and Culutre

The ELE system has been created with the administrative decision of DSHE and UGC which follows a principle of giving an extraordinary burden of ELE at the earlier phases of education, and an exemption from the requisite level of proficiency to pursue study in the higher phases of education. It also gives an exemption from the linguistic competency to be necessitated by the teachers at the entry to the teaching jobs in each phase of education. The language policy analysts, e.g. Rahman (2010: p.5) found the ELE system of Bangladesh to bear 'internal and external inefficiency' and to be devoid of productivity, clear-cut objectives and policy directions, and characterized it as 'stagnant', 'inadequate', 'out-dated' and 'limited'. He conceived that it produces graduates with no productive skills. In fact the prevalent ELE practices have brought forth a number of adverse consequences which are causing to damage the country's language and culture (cf. Faquire, 2015) as described in the following.

4.1. Losses of Various Domains of Bangla Language

The prevalent ELE system has created a situation of language contact favorable to the borrowing and calquing of linguistic elements from English into Bangla. Many of the borrowings from English are causing to replace the words and expressions, e.g. congratulations of Bangla. Because of these unusual borrowing and calquing, languages of academic domains in Bangla have been falling into disuse. This process of disuse of domain specific languages has continued to yield deficiency in Bangla, which, in effect, has been causing to weaken the

capacity of Bangla in containing the growing disciplines of knowledge. This process can be regarded as the invasion of English into Bangla causing to occupy the new to newer domain specific language of Bangla.

4.2. Changes in the Linguistic Landscape of the Country

The consequences of the ELE system can be manifested in the linguistic landscapes of Bangladesh. Therefore, widespread messy changes in the visual landscape can be noticed on the signboards/billboards in the cities as well as the labels of commodities all over the country. There are some areas in the cities, where hardly a Bangla billboard can be seen. The English medium institutions and organizations also present a visual landscape of languages in such a way that they can hardly be recognized as a part of Bangladesh. The changes in the acoustic linguistic landscape can also be noticed in the localities. The code-mixing of Bangla and English as well as the code switching from Bangla to English have been common phenomenon in the premises of different social and educational institutions, and corporate offices. They can be noticed in the speech and music broadcasted through the TV and radio. Hence the ELE has continued to shape the national culture and created an English subculture in the major cities causing a loss of empathy for the indigenous culture.

4.3. Shifting of Bangla Medium Institutions into English Medium Corporate Organizations

The consequences of prevalent ELE has manifested in such a way that the government and private institutions, and the corporate organizations have continued to turn into English medium organizations, for which the main cities of Bangladesh have now been appeared to be the cities of the English speaking countries.

4.4. Reproduction of English subculture

The ELE has been shaping the thinking process of the English educated people who have been contributing to the creation of English subculture within the Bangalee culture, which is different from its parent Bangalee

culture, by importing culture of the Anglophone countries. The reproduction of this homegrown English subculture has been steadily occurring with the participation of English educated people coming out from the English medium schools and universities. Hence, it has now been evident that the ELE practices have appeared as means to reproduce the extraneous English subculture by utilizing the own resources of Bangladesh.

4.5. Submission to the English linguistic empire

The ELE, carried over from the British colonial education system, has been contributing in creating a condition for the submission of Bangladesh to the English linguistic empire. Though English was once merely a language of UK, it has now been the language of the dominant countries, e.g. Australia, Canada, New Zealand, UK and USA, which are actually the colonies of invading Europeans occupied in the last centuries (cf. Phillipson, 2009). This is how the Anglophone countries have achieved pre-eminence over other major powers of the world since the era of colonial expansion. Now they have become the attraction of people of non-affluent countries, since a) they have grown as big economies, b) they accumulated knowledge of the world in their language, i.e. English, c) they control world's economies, d) they have common language, i.e. English for communication through internet and e) they provide option for alternative destination to the international students for education as well as the immigrants for settlement. Therefore the people of Bangladesh, seeking benefits from the globalization, submit to the Anglophone countries which created conditions for the dominance of Anglophone countries over Bangladesh.

4.6. Creation of Social disparity

The ELE has been the symbol of power, prestige and economic affluence (Imam, 2005). It has been means of social mobility in that it serves as means for jumping to the higher socio-economic strata from the lower socio-economic strata. It has brought forth disadvantage for the poor social class, because of their socio-economic disposition. Therefore the ELE policy has been contributing in shaping the society which can be

characterized with economic disparity (cf. Hamid, 2010).

V. Creating a Framework for Reconsidering the English Language Education System

In the foregoing section, we have come to know that the ELE system in Bangladesh has been established with the tenets of NEP (2010). However, a provision for a language education requires to be based on a language policy that does not exist in Bangladesh. For Shohamy (2005), language policy, language planning being the aide of it, is a mechanism through which polity of a society implements a language education system. Accordingly, she has developed a model of language policy incorporating ideology, mechanism and practices. Hence, I will formulate a framework for the ELE system in Bangladesh by drawing upon the model of language policy by Shohamy (2005). The framework to be formulated involves a five-steps process: i) creation of an ideological basis, ii) formulation of a language policy underpinned with the linguistic ideologies, iii) interpretation of that policy into ELE planning, iv) establishment of an education administration and v) implementation of the planning through education administration as an ELE system, by following which I will attempt to project an ELE in the upcoming sections.

5.1. Ideological Underpinning of English Language Policy in the Context of Bangladesh

Establishment of an ELE system begins with the creation of an ideological basis. Since an ELE system already exists as an inheritance of British colonial legacy having no ideological underpinning, for which I will explore a possible ideological basis which can serve as a basis for an intended ELE system in Bangladesh. There are a number of sociolinguistic ideologies which provide a basis for the formulation of a language policy. In addition to the sociolinguistic ideologies, some policy makers consider capitalist ideology of globalization to be a basis for the formulation of a language policy. Whatever the kind of ideologies to be utilized in formulating an ELE policy, they will require to be complied with the basic principles of the language formulating

country. Since Bangladesh has been established on the fundamental principles of Bangalee nationalism, socialism (meaning economic and social justice for all), democracy and secularism with the provision of a national religion, i.e. Islam (cf. Constitution of Bangladesh: Part II: Fundamental Principles of State Policy), it will require such a linguistic ideology in formulating the country's ELE policy which does not conflict with these fundamental principles of the country Bangladesh.

Accordingly, I will describe the sociolinguistic ideologies along with the capitalist ideology of globalization and subsequently appraise the ideological basis of the intended ELE system in Bangladesh in the following discussion.

5.1.1. Sociolinguistic Ideology as Foundation of Language Policy

There are four overarching sociolinguistic ideologies: i) *assimilation*, ii) *pluralism*, iii) *vernacularization* and iv) *internationalization* proposed by Cobarrubias (1983), which the language policy makers find useful in formulating their language policy.

Out of these four ideologies, many former British colonies, e.g. India, Kenya, South Asia and Nigeria found the three ideologies of *assimilation*, *vernacularization* and *internationalization* to have something common towards the promotion of colonial inheritance of English language as an official/national language in their countries. Assimilation as a linguistic ideology provides a basis for making a dominant language of the society compulsory, for which every member of a society, irrespective of his native language, requires to learn and use that dominant language. According to Baker (2001), it obliges the minority speech communities to be accommodated into a political superstructure created by the polity of a country. Many postcolonial countries, e.g. Kenya, Nigeria and Papua New Guinea facing the threat of political disintegration because of the absence of a common language for wider communication found *assimilation* to be a useful ideology in formulating a language policy in their countries. Since these countries have a goal to assimilate the various indigenous communities

into a common political superstructure, they all have undertaken language policy to vernacularize the colonial inheritance of English language for wider communication among the various speech communities. The language policy of making Urdu a national language in the erstwhile Pakistan was based on this linguistic ideology of assimilation. The effort for the promotion of Hindi as a pan-Indian language in India is based on a hidden agenda which is actually underpinned with the ideology of linguistic assimilation. It stands in direct contrast with the ideology of linguistic pluralism, which provides a basis to recognize multiple languages within a country. The examples of language policy based on ideology of linguistic pluralism include a provision for a shared status of numerous state languages in India. The ideology of *vernacularization* provides a basis for making a language policy in favour of the revitalization and development of a language in order to adopt it as an official language of the country. Some former British colonies including India, Nigeria, South Africa and Papua New Guinea have undertaken language policies to vernacularize English after their independence from the British colonial authority. The remaining ideology is internationalization which provides a basis for formulating a policy allowing the introduction of a non-indigenous language widely used in international communication as an official language for the use in social or administrative domain for international exchange. Example of language policy based on the ideology of internationalization includes the introduction of English as an official/second language for wider communication in India, Kenya, Nigeria, South Africa and Pakistan.

In the foregoing discussion, we came to know that many former British colonies found three sociolinguistic ideologies of *assimilation*, *vernacularization* and *internationalization* to be the basis for the formulation of their ELE policy. Though Bangladesh inherited ELE system carried over from the former British colonial authority, its policy for the provision of ELE (as it is described in the foregoing section) has not been or cannot be underpinned with any of the above sociolinguistic ideologies.

5.1.2. Sociolinguistic Processes that Created the Present Language Situation in Bangladesh

Though assimilation, linguistic pluralism, vernacularization and internationalization, which we came through the preceding discussion, is a kind of sociolinguistic ideologies, all of which would occur and have been occurring as natural sociolinguistic processes in the situation of linguistic contact as well. They have been occurring in this region of Bengal from the onset of imperialism, which actually caused to create the present language situation in Bangladesh and its neighboring regions in India. At the onset of imperialism in the 1st millennium BC, the linguistic pluralism was a common phenomenon in Bengal when this region was populated mainly with the Austro-Asiatic diaspora as well as the Tibeto-Burman and the Dravidian diaspora. These diasporas were assimilated towards a collective society involving the processes of Aryanization (beginning from the 5th century AD) and Islamization (beginning from the 12th century) when the vernacular of Indo-Aryan language (popularly known as Sanskrit) spread as a vehicle of religion. In the age of imperial expansion, the internationalization of the Indo-Aryan language, e.g. Pali as a process occurred during Aryanization, and that of the Farsi and Urdu occurred during the era of Turko-Persian imperialism respectively as a means of interethnic communication within the empire of that time.

We can find the above-described sociolinguistic ideologies to have implication as social processes in the creation of language situation of Bangladesh as follows.

i) Assimilation: Assimilation, as a sociolinguistic ideology, has its implication as a process of assimilation of minority speech communities which has been occurring in favour of the Bangla language. Therefore, it, as a sociolinguistic ideology, endorses a language policy which allows the national language Bangla to be a means for assimilation of the minority speech communities, e.g. Garo and Tripura into the larger civic society of Bangladesh.

ii) Linguistic pluralism: Linguistic pluralism, as a sociolinguistic ideology, is in direct contrast with the assimilation. It endorses a language policy to be concerned with the promotion of all the languages of minority speech communities, e.g. *Garó*, *Santal* and Tripura in this land. While Bangladesh maintains the ideology of assimilation, it, at the same time, leans to the ideology of linguistic pluralism. Accordingly, it has now undertaken a language program to provide education to minority speech communities in their mother tongue in the primary phase of education.

iii) Vernacularization: Vernacularization, as a sociolinguistic ideology, endorses promotion of a language as a priority language which has occurred as a natural process in this land, when one of the Indo-Aryan varieties, i.e. *Apabhramśa* was vernacularized in the region of Bengal starting from the 1st millennium AD and elevated as *promito* (standard) Bangla by the process of revitalization in the later period. In the present language situation of Bangladesh, vernacularization does not provide any basis for formulating a language policy.

iv) Internationalization: Internationalization, as a sociolinguistic ideology, endorses a language policy which provides a basis for the provision of FL education which may include any of the languages of global importance, e.g. Arabic, English, German, French and Japanese but does not exclusively include English. Since this study is concerned with the ELE system of Bangladesh, it will attempt to expound internationalization as an underpinning linguistic ideology of ELE.

5.1.3. Compliance of Globalization as a Linguistic Ideology with National Ideologies

The foregoing discussion in 5.1.1 and 5.1.2 shows that contrary to the provision for the ELE in other formerly British colonies, e.g. India, Kenya, Nigeria and Papua New Guinea, the language policy in Bangladesh cannot be grounded on the sociolinguistic ideologies of assimilation, vernacularization and internationalization. Nevertheless, we can find a recommendation for a compulsory ELE in the writings of some EL educators, who include among others, Unterhalter et al. (2003),

Imam (2005), Hamid (2010) and Rahman (2010), who consider globalization to be the basis for English-only language education policy in Bangladesh.

Globalization is the extension of sociolinguistic ideology of internationalization, which *per se* is not a linguistic ideology. It is rather a capitalist ideology which endorses an economic policy favorable for the mutual benefits among partners' countries through economic, socio-political and cultural cooperation in a regional or global setting. Accordingly it endorses a FL policy conducive to the development of human capital of the policy making countries. The practicing English language educationists draw upon it as it has emerged as means of wellbeing for all of the individual, social classes, corporate sectors and nations. It, however, appears to be antagonistic to the fundamental principles of the country Bangladesh: Bangalee nationalism, socialism (meaning economic and social justice for all), democracy and secularism with the provision of a national religion, i.e. Islam (cf. Constitution of the People's Republic of Bangladesh, 2010) as in the following manner.

a) *Bangalee* nationalism has been an indigenous ideology of the country Bangladesh. *The Bangalee* has been arguably a nation; the nationhood of which is attributed to the language Bangla comprising mainly two religious communities: Muslim and Hindu. It in this sense has been a linguistic nation, the imagery territorial boundary of which covers the regions of Bangladesh, Indian states of *Pashchim Banga*, Tripura and some regions of Assam and Jharkhand. There, however, exists a deconstructionist view on the Bangalee nationalism which assigns nationality of the Bangalees living in Bangladesh and India respectively to be the Bangladeshi and the Indian depending on the domicile of them. Irrespective of the nationalities, the Bangalee who uphold Bangalee nationalism are spirited to use and maintain their language, i.e. Bangla. Hence, the Bangalee nationalism associated with the language of Bangla requires the country to formulate a language policy in favour of the promotion of Bangla language.

b) *Socialism* (meaning economic and social justice for all) affirms a social justice for all; hence, it goes with the sociolinguistic ideology of *linguistic pluralism*. Accordingly, it endorses a language policy to allow development and promotion of all languages of the country including the national language Bangla and languages of the minority speech communities, e.g. Garo, Santal and Tripura etc.

c) *Islam* being the state religion of Bangladesh has been an ideology which is practiced by an influential social class including *Ulama* (Islamic scholars) *Mashaekh* (Islamic leaders) trying to promote the Islamic religion, culture and education in Bangladesh. It has been introduced in this land in the medieval period during the conquest of this country by the Muslim conquerors from the Central Asia and West Asia. It has shaped the socio-cultural makeup of Bangladesh for centuries. It is worth to mention that the Qawmi Madrasah, a kind of seat of Islamic learning, which supports the Islamic ideology, endorses the promotion of Arabic language in Bangladesh.

d) *Democracy* provides the citizens of Bangladesh a democratic right for opting a language of his/her own choice for the use and learn and demanding for an opportunity to receive language education accordingly. It provides the basis for a language policy which allows the citizens of Bangladesh to choose or evade learning English.

Hence, the fundamental principles, which we came through, do not provide a basis for the provision of compulsory ELE, which therefore call for a different ideological underpinning to be suitable in formulating an ELE policy in Bangladesh.

5.2. Formulating a Language Policy Underpinned with the Globalization

Formulation of a language policy involves three kinds of tasks:

- i) assignment of status and function of a language (or languages) of national priority over some other indigenous and foreign language(s),
- ii) promotion of a language(s) of national priority by means of the methods of revitalization or vernacularization and
- iii) cultivation of

those languages of national priorities with the provision for education of these languages. In the foregoing section, we came to know that globalization, as an extension of sociolinguistic ideology of internationalization, provides a basis for the provision of ELE in the language situation of Bangladesh.

Globalization, as a linguistic ideology, does not provide a forthright basis for the formulation of a language policy. It rather creates a basis for a language policy in consolidation with the fundamental principles of Bangladesh. It, however, appears to be antagonistic to some of the national fundamental state principles, therefore, a language policy underpinned with the globalization requires to be formulated in such a way that it does not withhold four fundamental principles of the country Bangladesh: Bangalee nationalism, socialism, democracy and secularism with the provision of a national religion, i.e. Islam. Each of the Bangalee nationalism and socialism and Islam respectively endorses a policy favouring the status, function, cultivation of languages into different extent. Bangalee nationalism, as a national ideology, creates a basis for a language policy favoring Bangla language. Socialism and democracy create a basis for the recognition of languages of minority speech communities, e.g. Garo, Santali and Tripura. Islam creates a basis for the promotion of liturgical languages including Arabic and auxiliary languages, i.e. Persian and Urdu.

Bangalee nationalism, being the fundamental national ideology, bears preeminence over all other sociolinguistic ideologies, whatever the importance or support they receive in line with the fundamental principles of socialism, democracy and Islam as a national religion. Therefore, any policy aiming to undermine the status and discard the process of promotion and cultivation of Bangla language requires reconsideration. Hence, a language policy underpinned with Bangalee nationalism allows the policy that elevates the status and function of Bangla language over all other minority languages, e.g. Garo, Santali and Tripura as well as foreign languages including English. It endows the authority of language policy to enact a regulation helpful to elevate

the status of Bangla language and impose a ban on the use and practice of English language in the institutions and organizations of national importance, e.g. armed forces, government offices and judiciary system except the foreign desks of these institutions and organizations. Accordingly, this policy will allow the authority of Bangladesh to promote and cultivate Bangla language with an optional provision for the education of FLs, which includes among others English. To speak from the perspective of patriotism, the more important are the government, public and private institutions, the more obliged they would be in using and practicing Bangla in their premises (excluding the foreign affairs desks of these institutions). They are required to follow a set of principles helpful to use and maintain Bangla language in their official works.

Though globalization creates a basis for a FL policy, it needs to be complied with the fundamental State principles of Bangladesh. Therefore, the FL policy requires to be formulated in such a way that it does not obstruct the policy for the promotion and cultivation of Bangla language. An FL policy primarily entails studies of the globe distinguished into areas as well as the FLE associated with each of this area. The typical area study involves the study and research of history, political science, sociology, cultural studies, languages, geography and other related academic topics of a particular area. Hence, it has been customary to study the area of globe divided in terms of national/federal, geographical and cultural lines in the area studies.

Therefore, area/regional studies entail the study of languages associated with those areas/regions of national priority. For example, Asia as a continent can be divided into five different areas, i.e. subcontinents: i) West Asia, ii) Central Asia, iii) South Asia, iv) Southeast Asia and v) East Asia, each of which has one or more languages of global importance. Therefore, the FLs of global importance associated with these area studies from i)-v) can respectively be i) Arabic (West Asia), ii) Persian (Central Asia), iii) Hindi-Urdu and Bangla (South Asia), iv) Malay-Indonesian, Thai and Vietnamese (Southeast Asia), and

v) Chinese and Japanese (East Asia). Similarly, the continent of Europe is divided into four different areas, i.e. subcontinents: i) Eastern Europe, ii) Northern Europe, iii) Southern Europe and iv) Western Europe, each of which has one or more regional languages. Therefore, the FLs of global importance associated with different area studies given in i)-iv) can respectively be i) Russian and Polish, ii) English, Swedish and Norwegian, iii) Italian and Spanish and iv) Dutch, French and German.

Hence, the ideology of globalization leads to making a decision in the selection of areas/regions of national priorities in consideration of the historical, cultural, diplomatic and economic relations that exist between Bangladesh and a particular region/country. It subsequently entails making decision on the selection of a language associated with each area/regional studies for the provision of language education. Thus, globalization, as an ideology, supports a policy covering a policy of area studies and that of FLE associated with these area studies, which may include the Anglophone studies, Chinese studies, German Studies and Malay-Indonesian studies as well as the FLE associated with each of these area studies which are respectively English, Chinese, German and Malay-Indonesian.

Hence, globalization provides a basis for the education of FLs associated with area/regional studies; it accordingly endorses ELE as it is associated with the Anglophone studies. However, the prevalent ELE system does not have Anglophone studies in its curricula. Therefore, it in Bangladesh stands against the principles of globalization.

5.3. Planning of English Language Education

Language policy which has been articulated on the basis of globalization in the foregoing section 5.2 provides a basis for an ELE system in Bangladesh. It now requires to be interpreted into a planning in order to project an ELE system in Bangladesh. It needs to be interpreted into acquisition planning, which is associated with the process of making a plan for the ELE, the other two being the status planning (is understood

as a process of determining and assigning status to a language over other language(s)) and corpus planning (is understood as a process of developing a series of corpus by revitalization). According to Robert B. Kaplan and Richard B. Baldauf (1977), an acquisition planning in ELE covers the planning of five pedagogical issues. Accordingly, I herewith offer a discussion on these five pedagogical issues envisaging an ELE system in Bangladesh as follows.

5.3.1. Planning for what are the Languages to be Taught within the Curricula

In the foregoing section 5.2., we came to know that globalization has been the ideological basis for planning of FL education in Bangladesh. Accordingly it supports a FL policy which can be interpreted into a planning of ELE in relation to the educations of other FLs. Hence, it does not support the prevalent compulsory ELE grounded on the contemporary NEP (2010), it rather complies with the guidelines of NEP (1974) which had acknowledged the necessity for the education of all the FLs. Accordingly it ushers the curriculum developing authority to select some languages to be taught as priority FLs and develop a target level of proficiency for each FL. It provides a basis for the planning of FLE helpful in developing human capital conducive to socioeconomic activities. In a language education planning, making decision on the FLs to be taught as priority languages is very important, so is the competency in these FLs. There are many FLs which include Arabic, Chinese, English, French, German, Hindi, Hausa, Italian, Japanese, Korean, Malay-Indonesian, Persian, Russian, Swahili, Turkish and Urdu. Hence, globalization supports a provision for the education of EL as one of the priority FLs; other may include Arabic, Chinese and French. The priority FLs can be decided depending on the types and extent of function (including academic, diplomatic, business, communicative function) that they assume. The requirement of the level of competency of these priority FLs may vary depending on the socioeconomic function they assume. The language competency comprises the language proficiency as well as language fluency. It can be measured in terms of word counts. The academics necessitates the

English competency require to have control over more than 10,000 vocabularies along with control on the morpho-syntactic structures on which these vocabularies operate. Therefore, fluency, as a component of language, does not provide a real competency of the natives or the FL speakers. There are some standardized tests useful for measuring the competency in English which includes, e.g. the Common European Framework for Reference (CEFR) for the European languages, and the IELTS and the TOEFL for English. The table following based on English Level Overview by the Embassy English that appeared on the website portal <http://www.embassyenglish.com> shows the name of some such tests and the levels of proficiency which they measure:

Table-1: Different Tests for the Measurement of Levels of Proficiency in FLs and their Equivalences

Cumulative Levels of Proficiency	Popular Terms for the Level of Proficiency	CEFR	TOEFL iBT	IELTS
1	Basic/beginner level			
2	Elementary level	A1		
3	Pre-intermediate level	A2	0-31	3.0-4.0
4	Intermediate level	B1	31-34	4.0-5.0
5	Upper-Intermediate level	B2	35-59	5.0-6.0
6	Advanced level	C1	60-93	6.0-7.0
7	Proficient level	C2	94-109	7.0-8.0

By conducting a survey, I have listed some priority FLs with their requisite level of competency in consideration of some socio-economic forces in the context of globalization which I present in a Table-2 as follows.

Table-2: FLs with their Requisite Level of Proficiency demanded by the Socio-economic Forces

	Purposes of Language Use	Required FLs	Requisite level of proficiency in FLs
1	Academic purposes	Arabic, Chinese, English, French, German, Japanese, Persian, and Russian (as well as Latin and Sanskrit)	Proficient level of competency in academic FLs

	Purposes of Language Use	Required FLs	Requisite level of proficiency in FLs
2	Official, Commercial and diplomatic purposes	Arabic, Chinese, English, French, German, Hindi, Hausa, Italian, Japanese, Korean, Malay-Indonesian, Persian, Russian, Swahili, Turkish and Urdu	Intermediate level (i.e. working level) of competency
3	Purpose of using FL in the workplace of white-collar job in the foreign countries seeking manpower from Bangladesh	Arabic, English, France, German and Japanese	Proficient level of competency
4	Purpose of using FLs in the workplace of blue/pink collar job in the foreign countries seeking manpower from Bangladesh	Arabic, English, French, Japanese, Korean, Malay-Indonesian, Persian, Russian	Elementary level (i.e. survival level) of proficiency with skills of reading and listening
5	Religious purposes	Arabic, Sanskrit and Pali	Basic level with reading skill

The above Table shows that the people of Bangladesh need English for various purposes. They primarily need English for two reasons (i) general English focusing on communicative skills which they need for access to the global job market as well as (ii) the academic English which they need for the access to the repertoire of global knowledge, which includes among others, knowledge of area studies.

5.3.2. Planning (Developing) Curricula and Incorporating the Content in that Curricula

Developing curriculum involves consideration of what will be taught, who will be taught, and how will be taught. Each component affects and interacts with other components. For example, what is taught is affected by who is being taught (e.g., their stage of development, maturity and education). Methods of how content is taught are affected by who is being taught and their characteristics, and the setting of education.

The foregoing discussion shows that the planning of priority FLs allows a provision for the education of FLs which includes, among other languages, English language. In Bangladesh, there is a provision for an ELE, the curricula of which has been developed by trial and error method. These practices towards the ELE have shaped the current curricula of EL as a compulsory subject. The content EL curriculum at the outset was mainly occupied with the study of literature comprising prose and poetry (known as a first paper) along with the course of functional literacy comprising grammar and composition (known as a second paper). The content of second paper remained same for decades, while that of the first paper has been changed by adjustments over the years. Consequently, the content of first paper has been shifted from literature based English to communicative English in the 1990s which has further been shifted to the general English comprising the topics from the disciplines of humanities, social sciences and general sciences.

The curricula to be developed here as a fresh attempt can be enhanced involving a number of consecutive steps (Print, 1993): i) diagnosis of needs, ii) formulation of objectives, iii) selection of content and iv) organization of contents to be selected as follows.

i) Diagnosis of needs for English education

The assessment of needs for ELE actually call for the diagnosis of the objective of ELE. It can be diagnosed in accordance with the demands for English in the different socioeconomic spheres. In Bangladesh, the people find English as a means of achieving status, prestige and social mobility, for which they show common urge towards the ELE. Therefore, the urge of the people for English has been means of diagnosing ELE, which, therefore, does not indicate the actual needs for the English education in Bangladesh.

According to the envisaged language policy which we came through the foregoing section-5.2., the offices, institutions and corporates of national importance, which do not require personnel competent in English except for the operation of their international desk (rather than for the

operation of whole office) are obliged to ban on the practice and use of English in their premises. The obligation for the ban on practice and use of English in their premises (except in their international desks) will curtail the mandatory requirement of English competency as eligibility for a position in these offices. If this obligation is exercised as a part of a language policy, it will lead to a new definition of needs for English in the language situation of Bangladesh.

The people of Bangladesh need English as means for i) communication in the workplace of foreign countries seeking manpower from Bangladesh, ii) undertaking official jobs in the international desks of government and corporate offices, iii) doing scholastic activities in the tertiary phase of education as well as iv) doing teaching jobs as teachers/educators in the educational institutions. The needs for the use of English and its requisite level of competency vary depending on the type of job to which they are employed. The primary needs are the needs enumerated in i) to iii) and therefore, the needs for English for doing teaching job as a teacher/educator in an educational institution stated in iv) is set to be secondary kind of need derived from the primary needs. Should the needs for the English stated in iv) be assessed in relation to the needs for English stated in i) to iii), the actual needs for English will be less than the presently extravagant artificial needs for English.

In the present ELE system, however, all the students, including they who never use English in their lifetime, are required to undergo a compulsory ELE, which indicates that the government of Bangladesh has created a chain of artificial needs for the ELE. Nonetheless, if the above analyses of needs for English are taken into consideration, the present ELE system necessitates to be revised and the objectives of the ELE necessitate to be newly set in order to break the chain of artificial needs for English.

ii) Formulation of objectives of ELE

Given the projected needs for ELE discussed in the previous section,

the objective of the ELE requires to be set in compliance with the psychological (e.g. aptitude and intelligence) and the socioeconomic disposition of the students, rather than on the basis of artificial needs for English. The authority of Bangladesh responsible for the implementation of ELE has set no objective of ELE which, however, produces English competent people ranging from least competent working personnel to the most competent academics. Here it should be noted that development of competency in English is a successive process which may continue throughout the life or halt in some point of the process depending on the psychological and socioeconomic disposition of an individual. Therefore the objective of ELE requires to be set in such a way that the development of competency in English in the beginner's course connects to the development of competency in the subsequent phases. If the ultimate objective of ELE is set to develop proficient level of competency, then the primary objective of that ELE would be to make the students functionally literate in English so that it can serve as a basis for the development of competency to be developed gradually in phases. Therefore, the subsequent objective of this ELE will be to develop working level of competency and the ultimate objective will be to develop proficient level of competency at the end.

iii) Selection of English courses

In order to accomplish the objectives of ELE enumerated in the previous section, the content of courses needs to be selected and integrated in a curriculum so that the ELE can be given gradually in phases. There are some titles of English courses with their contents presented as follows.

a) English for functional literacy: The content of English for functional literacy course traditionally comprises grammar and composition. It is presently has been a part of English course under the title of second paper from primary to higher secondary phase of education. The objective of English literacy course is to develop functional literacy with the proficiency of reading and writing with accuracy.

b) Communicative English: The content of communicative English comprises skills in reading, writing, listening and speaking. It is so designed that it can be helpful in developing English among the vocational students mainly having aim to use English in the workplace of multilingual situation. The objective of communicative English course is to develop rigorous listening and speaking skills along with the reading and writing skills.

c) General English: The objective of General English Course is to develop skills of reading and writing of the texts of different disciplines including humanities, social science, business studies and general sciences. It is helpful in developing knowledge and intellect throughout the schooling from the secondary phase up to the higher secondary phase of education.

d) Academic English: The objective of Academic English course is to develop English for special purposes of the students having aim to pursue higher education in English medium. Academic English course overlaps the content with the general English in the sense that the content integrated into general English belongs to any of the discipline of humanities, social science, business studies and general sciences. This Academic English is not required by the students having aim to pursue higher study in Bangla medium in the university.

e) English as an academic subject: The objective for English as an academic subject is to impart knowledge of English affairs of any of the Anglophone countries, e.g. Australia, India, Nigeria, Malaysia and USA. It is about English affairs including the geography, society, economy, culture and literature of any of the Anglophone countries which is usually studied in English but can be studied also in Bangla. For example there can be provision for the area study of English speaking countries, e.g. Kenya, Nigeria and New Zealand in English.

iv) Organization of the selected English courses in a curriculum

The English courses to be selected will require to be organized in a curriculum, so that they can be imparted in phases throughout the

schooling. In organizing a curriculum, the policy makers require to discern between the education of academic subjects in English medium and that of English language, which they require to impart to the students with different objectives. When the education of academic subjects is given in English medium, the objective of that education becomes to shape a student into a human being/social being. On the other hand when the training of communicative skills is given to the students, the objective of ELE becomes to develop proficiency of communication in English.

Since the content of the EL courses are of different types depending on the objective of ELE, therefore the courses of EL to be given need to be organized in a systematic manner within a curriculum. They require to be organized in a curriculum in consideration of the levels of proficiency (which can be measured with the standardized tests, e.g. CEFR, TOEFL and IELTS) to be developed among the students throughout the phases of education. As we came through the foregoing discussion, all of the types of English courses, levels of proficiency and phases of education vary in degree. The English courses vary in the contents for which they take different course titles, e.g. English for literacy, Communicative English, General English, Academic English and English as subject. The proficiency in English to be developed, according to the British Council website: <https://www.britishcouncil.co/en>, have seven different levels: Beginner (Basic) level, Elementary level, Pre-intermediate level, Intermediate level, Upper-Intermediate level, Advanced level and Proficient level as shown in the Table-3. The different types of English courses can be given in different phases of education are elementary phase, pre-secondary phase, secondary phase, higher secondary phase and tertiary phase.

The level of English proficiency to be ultimately developed at the tertiary phase of education is the proficient level of competency which begins at the primary phase of education when the functional literacy starts to unfold (Cambridge Assessment, 2003). The students who undergo the literacy courses become functionally literate by the time

of secondary phase of education, when they start to acquire general English or alternatively academic English, either of which help to develop general English among the students. In the prevalent ELE system, the competency in general English is developed with the English course conventionally known as first paper; which, however, can alternatively be developed by teaching academic subjects in English medium. It implies that the contents of academic subjects, e.g. geography, history, physics, chemistry and Islam/Hinduism/Buddhism in the English medium can be alternative of the content of subject known as first paper. Hence, English courses known as first paper can be abolished in favor of the academic subjects imparted in English medium in the different phases of education. Nonetheless, there can have a provision for the education of communicative English for those, e.g. technical students who have aim to work in the international office in Bangladesh or foreign countries seeking manpower form Bangladesh. In the higher secondary phase of education, there can be a provision for the study of academic subjects in English medium so that the students can attain the skills in academic English covering the skills of test and note taking, academic vocabulary usage, critical reading and writing, comprehending academic lectures, and writing research papers. In the tertiary phase, there can be a provision for both the education of i) English as an academic subject and ii) academic subjects in English medium. Accordingly the education of English as an academic subject is meant to include the area studies, e.g. geography, history, economy, culture and literature of an Anglophone country, e.g. India, Kenya, New Zealand and USA. The education of academic subjects in English medium is meant to be an optional provision for the education of academic subjects like geography, physics and business studies in English medium for the students having advanced level (≥ 7.0 score in IELTS) of competency in English. Accordingly, this provision will endow the authority to impose ban on the admission of students devoid of well-defined level of competency in English into the university. Hence the English courses or academic courses in English set to be imparted throughout the schooling can be organized in a curriculum as shown in the following Table-3.

Table-3: Needs for ELE with requisite level of competency in English to be developed in each Phases of Education

Phases of education	English literacy course (2nd paper)	General English (English 1st paper)	Communicative English	Academic English	Academic subjects in English medium	English Affairs as an academic subject	Level of competency to be developed
Primary	Required from class III	Not Required	Not required	Not required	Not required	Not required	Elementary level
Pre-Secondary (general/ Madrasa/ Technical education) (class VI to VIII)	Required	Required	Optionally required for the students seeking job in the foreign institutions	Not required	Not required	do	Pre-Intermediate level
Secondary (general/ Madrasa/ Technical education) (class IX to X)	Required	Required	do	Not required	Optionally required by the students having well defined level of competency in English	do	Intermediate level
Higher secondary	Not required	Not required	do	Required as an alternative to general English	do	do	Advanced level
Tertiary	do	do	Not required	Not required	do	Optionally required by students having plan to do major in English	Proficient level

5.3.3. Planning for an Assessment System to Monitor the Progress in the Acquisition of English Language

The students can accomplish a certain level of competency in English depending on the types of English courses the students take, the means how the English language exposed to them in daily life and the other means of study that they pursue outside of the schooling. The following Table-4 shows the projected competency in English language that can be accomplished by the completion of higher-secondary phase of education.

Table-4: Projected Competency of Learners in English by the Pre-tertiary Phase of Education

Types of academic institutions	Provision for English Education in the academic institutions			Aggregate competency in English Language that a student can achieve
	English for literacy	General English	Academic subjects taught in English	
English medium school	Yes	Yes	Yes	Highest rate of development both in general and academic English do
English version school	Yes	Yes	Yes	Lower rate of development in general English do
Bangla medium school	Yes	Yes	No	Almost none
Aliya Madarasah	Yes	Yes	No	
Qwami Madrasah	Yes	No	No	

The above Table-4 shows that the rate of development of competency in English occurs depending on the use of the number of means of education available to a learner of English. It shows that the aggregate competency that a student acquires in English is the outcome of study of English through different means including the learning of English for literacy and general English, study of academic subjects in English, and availing of the alternative means of education, e.g. English coaching and self-study of English, e.g. reading fiction or novel. Since the development of competency of a student in English depends not only on the formal schooling; therefore, the students who undergo the ELE accomplish different degrees of competency over the year of schooling. Accordingly many students cannot accomplish a requisite level of competency, e.g. ≥ 6.0 score in IELTS at the end of HSC examination.

Hence, the rate of acquisition of English occurs in the formal schooling does not accord with the level of English competency which is set to be acquired in the curriculum. Therefore, the English competency to be developed within the 10 years of schooling can be divided into 6 phases with a provision for the promotion of student from one phase to the subsequent phase depending on the acquisition of required level of proficiency in English in the earlier phase. Hence, it indicates that a student who passes class by class in basic schooling in each year may not pass the proficiency test of an assigned level. Hence, a separate system of schooling requires to be introduced for the ELE by a new administration, e.g. namely Foreign Language Education (FLE) Board. This new schooling system will require the students to pass the assessment test and, therefore, go forward from one phase to the next phase which will curtail the access of many students to the English medium university.

The objective to be accomplished with the ELE will involve a rigorous assessment process which will allow the EL educators to track and monitor the progress in the assessment of English competency of the students who undergo the ELE. In the present ELE system, the assessment of progress in the acquisition is made with the traditional content-based

examinations at the completion of each phase of education: junior school certificate (JSC), secondary school certificate (SSC) and higher secondary school certificate (HSC). The assessments made with these content-based examinations give a score of the performance on the content of English course and therefore do not indicate the actual level of competency in English in each phase of education.

Accordingly, the new assessment system will require the authority to use a reliable and valid assessment tests so that they can track and monitor the actual progress in the development of language competency which calls for the use of standardized tests, e.g. TOEFL and IELTS. Accordingly, it will require the authority to set a goal to develop advanced level of competency in English by the completion of HSC so that the students can take part in the academic activities of tertiary phase of education. Therefore the students will require to accomplish certain competency in each phase of education by undergoing this schooling. The students having aim to study in the university will require to have advanced level of competency (score ≥ 6 in IELTS) in English. In this projected schooling, the students will be free to attain this requisite level of competency by undergoing a continuous process of education in phases: primary, pre-secondary, secondary and higher secondary. However, all the students will not be able to attain the requisite level of competency by undergoing the ELE given throughout phases of schooling. If the goal of ELE is set to attain an advanced level of competency by the completion of HSC, then the level of competency to be developed in each phase of education is as follows.

Table-5: Students' Requisite level of proficiency in each Phase of Education

Phases of education	Students' Requisite level of competency	
	At the start of	After completion of
Primary (from class III)	Zero	Elementary
Pre-secondary	Elementary	Pre-intermediate
Secondary	Pre-intermediate	Intermediate
Higher secondary	Intermediate	Advanced
Tertiary	Advanced	Proficient

5.3.4. Planning for Requirement and Training of English Language Teachers

An ELE system works well, when the three factors of i) the teachers, ii) the students and iii) the institutions come into play. Among the three factors, the teachers, who have well-defined level of competency both in general English and academic English as well as the scholastic ability, can play governing role in running the ELE system. However, many educational institutions cannot appropriately bring these three factors into play, for which they cannot accomplish the objective set for the accomplishment of the specified level of competency in English in each phase of education. Therefore, the students who undergo the ELE in the educational institutions come out without the acquisition of intermediate level of competency (i.e. ≥ 5.0 score in IELTS) after receiving HSC certificate.

Therefore, EL teachers, as a governing factor in an ELE system, are required to have well defined level of competency in each phase of education from the primary phase through the secondary phase and higher secondary phase up to the tertiary phases of education. Accordingly, the English teachers who will be engaged in English teaching must have teaching skills and scholastic ability with a requisite level of competency in English. The teaching skills of EL teachers can be improved by training but development of their competency in English necessitates long-term education throughout the education life beginning from the primary education. Therefore, the teachers' requisite level of competency in each phase needs to be affirmed with the standardized tests, e.g. TOEFL and IELTS at the time of requirement of them, lest their incompetency can hinder the ELE environment. The following Table-6 shows the types of English and their requisite level of competency in English of the English teachers.

Table-6: Requisite level of proficiency of the Teachers in each Phase of Education

Phases of education in General/Madrasa/ Technical Education	Teachers' Requisite Level of		
	Skills in teaching English literacy course (2 nd paper)	Skills in teaching communicative/General/ Academic English	Competency
Primary	Required	Do not require	At least Intermediate level
Pre-secondary	do	Require	At least Upper-intermediate level
Secondary	do	do	At least Advanced level
Higher secondary	Do not require	Skills in teaching academic English	At least Proficient level
Tertiary	Do not require	do	Highly Proficient level

Though the academic institutions require EL teachers with well-defined level of competency in English to run the academic activities in each phase of education, they employ the English language teachers, whose requisite level of competency is not affirmed with the standardized tests, e.g. IELT and TOEFL iBT at the entry to the teaching job, which, in effect, cause to create a learning environment uncongenial to the acquisition of English as well as academic knowledge.

5.3.5. *Planning for the Financial Costs*

In Bangladesh, the ELE is provided as a part of compulsory basic education. It involves a cost which is financed mostly with the public money allocated in the national budget. Therefore, it owes an economic analysis (EA). The policy makers undertake economic analysis of ELE in order to assess the outcomes achieved with the policies and programs of ELE. They, who are working with the economics of education, have four types of EA (cf. Allen and Tommasi, 2001) at their disposal. These four types are i) cost analysis, ii) fiscal impact analysis, iii) cost-effectiveness analysis and iv) cost-benefit analysis, which respectively provides the picture of i) a complete accounts of

the expenses associated with the ELE system, ii) governmental revenues, expenditures and savings that result from the proposed ELE policy, iii) effect of the ELE policy on the budget, and iv) extent of costs of ELE that outweigh the benefits of it.

In Bangladesh the policy makers consider ELE to be a part of basic education in the prevalent ELE system; for which they do not make all types of EA in planning the financial costs of ELE. They depend only on the outcomes of i) cost analysis and ii) fiscal impact analysis in making a decision on the allocation of budget for ELE. They depend on the number of students enrolled in the school/college every year in projecting the demand of ELE.

However, the ELE being a means of communication, which is provided to the students with an objective to develop their proficiency in English, differ from the content basic education. It, therefore, does not comprise the basic education. Therefore, the prevalent ELE owes an EA to reveal the effect of ELE policy on the budget and the extent of costs of ELE that outweigh the benefits associated with the opportunity costs yielded from the prevalent system of ELE. A pilot survey shows that that the prevalent ELE practices have continued to incur both implicit and explicit opportunity costs in various forms in the following ways: i) the benefits forgone for English-only FL policy by rejecting the provision for education of other FLs; ii) the benefits forgone for teaching contents of courses known as 1st paper which can alternatively be imparted with any of the academic subjects, e.g. humanities, social sciences and general sciences; iii) the turnover forgone for the dropouts of low achieving students who never require to use English in their lifetime given that the dropout occur in phases of education steadily; iv) the turnover forgone for not requiring to use English in their official jobs who require English competency as eligibility at the entry to their jobs; v) the benefits forgone for the failure of the teachers in developing proficiency in English of the students due to the lack of their requisite level of English competency, and vi) the effectiveness forgone for the failure of imparting academic knowledge to the students

due to the incompetency of the teachers in teaching assigned academic subjects in English medium.

These opportunity costs can be derived through the EA will enable the policy makers to find out the extent and nature of actual benefits and wastages to be yielded from the expenditure of ELE. Hence, it will enable the policy makers to make a plan of ELE in such a way that all forms of opportunity costs of prevalent ELE can be discarded and actual benefits of the envisaged ELE policy can be brought forth.

5.3.6. Planning for the Involvement of Local and International Communities in the ELE Administration

The DPE, DSHE and UGC run the ELE system, while the independent authorities run the remaining unregulated private English medium schools and universities, and English coaching centers. However, the local or international communities or organizations can be of help to the governmental authorities involved in running the ELE system. The local communities, mass media and social media can support the development of competency in English through the English clubs and associations formed and run by them. The international organizations, e.g. the Association of Language Testers of Europe (ALTE) and the European Association for Language Testing and Assessment (EALTA) and the Educational Testing Service and the International English Language Testing System (IELTS) etc. can be of partner of the FLE board in developing and running competency based country-wide assessment systems. They can also be partner organizations of Bangladesh FLE board in recruiting the eligible EL educators and teachers and training them.

The framework formulated in the foregoing sections by articulating the issues of ELE at different levels: ideological level (as in the section 5.1.), policy level (as in the section 5.2.) and planning level (as in the section 5.3.) reveal the cleavages of prevalent ELE system, which, in effect, lead to the repudiation of prevalent ELE system and casts light on a new ELE system which will be presented in the subsequent sections.

VI. Repudiating the Compulsory English Language Education System in Bangladesh

The prevalent ELE has been established with a language planning grounded on the NEP (2010) which does not have an ideological underpinning. I, therefore, developed a framework of five-steps process by drawing upon the model of language policy proposed by Shohamy (2005), on the basis of which I have made analysis along the different parameters of the prevalent ELE. The analyses along the various parameters of ELE practices at the ideological level through the policy level up to the planning level show some cleavages of the prevalent ELE system which consequently lead to the repudiation of prevalent compulsory ELE in Bangladesh as follows.

6.1. *Repudiating Prevalent English Language Education System at the Ideological Level*

In creating an ideological basis for the provision of ELE in the section 5.1., we found that the sociolinguistic ideology of *assimilation* and *vernacularization* provide a basis for the formulation of an ELE policy in the plurilingual countries like India, Kenya, South Africa, Nigeria and Papua New Guinea. But they do not provide any basis for formulating an ELE policy in Bangladesh and stand against the fundamental principles of the country Bangladesh. Therefore internationalization, the extension of which is globalization, provides a basis for the formulation of ELE policy in Bangladesh. Accordingly, I have resolved that globalization in compliance with the fundamental principles of Bangladesh endorses the education of area studies of different regions of the globe and that of the FLs associated with each of these area studies. Hence, the ideological basis created in this way endorses Anglophone studies as a part of larger scheme of global studies as well as the ELE associated with this Anglophone studies. Therefore, the ideological basis created in the foregoing chapter support an optional provision for the ELE in Bangladesh.

6.2. Repudiating Prevalent English Language Education System at the Policy Level

In formulating a language policy underpinned with the globalization in the section 5.2., we found that Bangla bears an extra-ordinary pre-eminence over all the other indigenous languages of minority speech communities and the FLs. Therefore, the status and function is required to be assigned to Bangla language over English language. However, the prevalent language situation in Bangladesh reflects that English as a language bears a higher status and function in the government and corporate offices. However, a policy backed by the Bangalee ideology necessitates the government offices, e.g. armed forces, secretariats of the ministry and corporate offices to ban on the use of English and promote the use of Bangla. As a whole it supports a language policy which impose ban on the use of English in the organizations and institutions (except in their international desks) of national importance. Since it backs the ban on the use of English in the institutions and organizations of national importance, therefore it purports to repudiate the compulsory provision for ELE.

6.3. Repudiating Prevalent English Language Education System at the Planning Level

In making a plan for the ELE in the section 5.3, we came to know that the people of Bangladesh need English as means for i) communication in the workplace of foreign countries seeking manpower from Bangladesh, ii) undertaking official jobs in the international desks of corporate and government offices, iii) doing scholastic activities in the tertiary phase of education as well as iv) doing teaching jobs as teachers/educators in the educational institutions. Though the actual needs for ELE is very minimal, all the students are set to undergo a compulsory ELE in the prevalent compulsory provision for ELE. The following analyses along the various factors of planning show how the various personal and socioeconomic factors lead to repudiate the prevalent compulsory provision for ELE.

6.3.1. Factors Associated with Psychological Disposition

The students, who undergo ELE, need to have a certain psychological disposition in order to acquire English that many students lack.

Accordingly, the students who lack necessary level of psychological capability, e.g. linguistic aptitude, adequate memory and intelligence cannot acquire requisite level of competency in academic English by undergoing compulsory ELE in Bangladesh.

6.3.2. Factors Associated with Socio-Economic Disposition

The statistics shows that many students leave schools in the different phases of education beginning from the primary phase of education mainly because of the socio-economic hardship. The statistics (2012) of the *Bangladesh Bureau of Educational Information & Statistics* (BANBEIS) shows that a dropout occurs in the secondary and higher secondary phase of education respectively at the rate of 45.65% and 21.8%. Many of these dropped-out students, who leave schools, never require to use English which they learn during schooling. Therefore, the factor of socio-economic disposition of the students does not favour a compulsory ELE.

6.3.3. Factors Associated with Basic Education as a Foundation of Further Studies

The basic education is a means to shape an individual into a social being through continuous education. Therefore, it builds a foundation of the individuals for further development as human being. Accordingly, the authority provides compulsory basic education to all the growing children in order to put them in a track of socialization. Though this process of socialization under basic education cannot ensure the acquisition of equal degree of scholastic ability of the students at the completion of compulsory education, it is still of worth in consideration of its significance as means of socialization. However, English being a language for communication does not comprise the content of basic education. It rather serves as an obstacle in the development of literary skills among the Bangla speaking children. Therefore the principles underlying the basic education do not entail the compulsory provision for the ELE.

6.3.4. Factors Associated with Opportunity Costs

The prevalent ELE system has continued to incur opportunity costs in various forms as given in the section 5.3.5. Hence, the opportunity costs of various forms that yield from the compulsory ELE system lead to the reconsideration of the prevalent ELE system so that the opportunity costs can be removed.

6.3.5. Factors associated with the Creation of English Subculture

In the analysis of foregoing section 4.5, it has been revealed that the consequences of ELE have led to the creation of a subculture as part of Bangalee culture. This English subculture which has been once created is now being practiced by a social class which bears aversion to the indigenous education system but control the society and economy of the country. Therefore this social class influential over the other social classes is shaping the society in such a way that they can control the mass people of the country. Since prevalent ELE contributes to create an undesirable English subculture which, therefore, calls for the reconsideration of prevalent ELE system.

Thus the above three arguments (6.1, 6.2 and 6.3) lead to the repudiation of prevalent English-only ELE policy based on the following arguments (carried over from chapter 3).

- i) English education system is a colonial inheritance
- ii) English is an international language,
- iii) English is a means for the access to the global knowledge, and
- iv) English is a means for the access to the global job market

VII. Projecting a New English Language Education System

The framework created in the section-5 provides us with a basis for the formulation of a new ELE system which will be presented here. It endorses a provision for the optional education of FLs, which includes, among others, English. This optional provision for the ELE will consent all the students to opt to learn English as a foreign language,

but give a permission to learn English further only to them who will prove their capability of learning English in the assessment tests to be administered in each phase of education. A student, by virtue of being a citizen of Bangladesh, bears certain democratic rights to learn English, for which he/she require to be provided schooling for learning English. However, he/she, being a human being, bears some psychological and socioeconomic dispositions, which cause to make individual differences in the rate and course of acquisition of English among them. The study shows that despite having received education and securing good marks in English courses, many students remain incompetent in English because of their poor psychological disposition. Therefore, the reconsidered ELE system requires to have proficiency based schooling system, which will allow only those students to learn English or receive education in English, who will show capability to cope with the proficiency based schooling and eliminate those students from the English language schooling who will not be able to cope with the standard of English schooling.

Therefore, this reconsidered ELE system will allow all the students of class III to class XII to opt to learn English by undergoing a new kind of schooling of ELE. It, at the same time, will curtail the opportunity to learn English by putting them under a continuous process of assessment with the standardized tests of EL. It will also allow the students with the intermediate level of competency (i.e. +5.0 score in IELTS) to receive education in academic subjects in English medium from class IX and those with the advanced level of competency (e.g. +6.0 score in IELTS) to receive higher education which includes the education of Anglophone studies in English medium in the university.

Therefore, the ELE system to be established to provide the students ELE or impart the academic knowledge in English medium can be run with an independent education administration namely FLE board. The FLE board as an authority of education administration will identify and articulate the goal of ELE and make them happen by implementing

the new language planning. It will bring the components of ELE system: teachers, students and language learning environment into play in such a way that it can bring forth maximum outcome of ELE in the form of competency in English by discarding all the wastages of efforts given to the prevalent ELE.

Accordingly, the reconsidered ELE system will comprise five constituents: EL learners, EL educators, curriculum, schooling system and assessment system redefined in the framework in the foregoing section-5 as follows.

7.1. Constituent of English Language Learners

There will be of two types of learners including learners who learn English as a FL and the students with a defined level of competency (e.g. 75 score in IELTS) who will be set to receive education of academic subjects from class IX in English medium.

In the new ELE system, the EL learners will comprise the students who are free to opt to learn English from the class III up to the class VIII under a proficiency-based schooling system. The students who will opt to learn English will be free to learn English but they will require to pass proficiency based tests to go from one level of proficiency to the subsequent level. The students who will attain the well-defined level of competency (e.g. 75 score in IELTS) in English can be given opportunity to receive education of academic subjects in English medium from class IX.

7.2. Constituent of English Language Educators

The EL educators include EL teachers who have well defined level of competency in English depending on the level of proficiency which they will be assigned to teach an EL course. They will require to receive training of the type of English in accordance with the English course they will teach.

Table-7: Teachers' Requisite level of proficiency in each Phase of Education

Phases of education in General/Madrassa/ Technical Education	Teachers' Requisite Level of		
	Skills in teaching English literacy course (known as 2nd paper)	Skills in teaching English	Competency
Primary	Required	General English	Intermediate level
Pre-secondary	do	do	At least Upper-intermediate level
Secondary	do	General/Academic/ Communicative English	At least Advanced level
Higher secondary	Do not require	Academic English	Proficient level
Tertiary	Do not require	Academic English	Highly proficient level

Hence, teachers' requisite level of competency for joining English teaching job calls for a revision of teachers' requirement policy involving a rigorous selection process.

7.3. Constituent of Curriculum

In order to implement the reformulated ELE system, the curriculum required to be reformulated in such a way that it accords with the needs for learning English. It may include any or all the four types of English courses: English for literacy, general English, communicative English and academic English. It requires to be arranged in such a way that it can contribute to the development of requisite level of academic English by the end of higher secondary education. Therefore, this envisaged curriculum requires introduction of some courses of academic subjects: humanities group, social science group, business studies group and science group in English medium instead of the courses known as 1st paper of English, hence it purports to the abolition of the subject known as English 1st paper in the school education. It also endorses the provision for Anglophone studies involving a provision for the study and research of history, political science, sociology, cultural

studies, languages, geography of English speaking countries in the tertiary phase of education.

7.4. Constituent of Schooling System

In order to implement the reformulated ELE system, the education administration will require to introduce a separate EL schooling system within the premise of conventional educational institutions of basic education and permit some schools/madrasahs and colleges (e.g. one to five colleges in each Thana/Upazila, depending on the population of students) to provide the EL courses under a proficiency based schooling system. The length of schooling for the ELE is proposed to be comprised of 7 levels divided into basic level, elementary level, pre-intermediate level, intermediate level, upper-intermediate level, advanced level and proficient level. The schooling system to be introduced for the ELE does not require to be matched with the schooling system of basic education. Nonetheless it will create a kind of schooling system for ELE parallel to the schooling of basic education within the premise of conventional school.

The new schooling system will also allow the students to receive education in English medium from class IX on a selected group of academic subjects out of four groups of subjects: humanities group, social science group, science group and business studies group provided that the students possess the intermediate level of competency measured in a standardized test at the time of entry to the secondary phase of education, i.e. class IX. Accordingly, the number of year of schooling of basic education will not ensure the promotion from one level to the subsequent level of English course in this schooling system.

The new schooling system will create a condition to impose ban on running a full-fledged private English medium universities in Bangladesh. It will also create a condition to ban on the entry of a student having no advanced level of proficiency in the tertiary phase of education at the end of class XII.

7.5. Constituent of Assessment system

In order to implement this reconsidered ELE system, it is to be reminded that the assessment tests, being different from the achievement test of the prevalent ELE system, requires to be administered in assessing the progress in the level of proficiency in English. The assessment tests will be of two types: assessment tests to be developed by the FLE board and the international tests, e.g. CEFR, TOEFL and IELTS administered by the international testing agencies. The FLE board will require the schools/madrasahs and colleges to follow assessment system in determining and tracking the progress of students in the acquisition of English throughout the schooling of ELE.

7.6. Curriculum, Length of Schooling and Assessment at a Glance

The description of constituents, e.g. of curriculum, schooling and assessment, which we came through, make up a composite picture projecting the envisaged ELE as in following Table-8.

Table-8: Curriculum, Schooling and Assessment System at a Glance

Phases of ELE	Length of Schooling in year	Level of courses to be enrolled	Assessment/ Promotion from one level to another level	Education of Academic Subjects in English medium
Primary	1	Not required		
	2			
	3	Basic level	Students will require to undergo an assessment to be administered by the FLE board and obtain a score equivalent to ≥ 3 in IELTS in order to go pre-intermediate level	There will remain no provision for the education of academic subjects in English medium
	4			
	5			

Mother Language

Phases of ELE	Length of Schooling in year	Level of courses to be enrolled	Assessment/ Promotion from one level to another level	Education of Academic Subjects in English medium
Pre-secondary	6	Pre-intermediate level	Students will require to undergo an assessment to be administered by the FLE board and obtain a score equivalent to ≥ 4 of IELTS in order to go pre-intermediate level	
	7			
	8			
Secondary	9	Intermediate level	Students will require to take the recognized tests, e.g. TOEFL and IELTS, and obtain a score equivalent to ≥ 5 in IELTS in order to go forward to advanced level course and receive education in English medium	Students possessing intermediate level of proficiency in English can be allowed to receive subject education in English medium
	10			
Higher secondary	11	Upper intermediate level	Students will require to take the internationally recognized tests, e.g. TOEFL, IELTS and attain at least, e.g. ≥ 6 in IELTS or its equivalent score in other tests in order to receive education in English medium in the university in Bangladesh	Students possessing advanced level of proficiency in English can be allowed to receive subject education in English medium
	12			
Tertiary	University	Advanced level	No assessment test requires to be administered	Students possessing proficient level of proficiency in English can be allowed to receive higher education in a discipline of studies including Anglophone studies

VIII. Conclusion

Bangladesh does not have a language education policy because of which it draws upon the NEP for running its language education system. It, consequently, has got a faulty ELE system based on the NEP (2010) which has continued to yield undesirable consequences in the society and culture of Bangladesh which call for a reformation of the prevalent ELE system. Therefore, a new ELE system has been projected based on a rigorous language planning grounded on a language policy underpinned with a consolidated linguistic ideology. This projected ELE system will provide opportunity to an individual to learn English as a part of foreign language education system from class III up to class VIII and undergo the education of academic subjects in English medium from class IX to XII and further to the tertiary phase of education. It will allow all the students to opt to learn English from class III who will require to undergo a seven level proficiency-based schooling system and an assessment system under a FLE board. Accordingly, it will allow only those students to learn English and undergo education of academic subjects in English medium who will be able to prove their capability to learn English in the assessment tests in each phase of ELE. Therefore, the projected ELE system will alleviate the socio-cultural consequences and discard the opportunity costs incurred due to the prevalent faulty ELE system.

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ⁱ Abbreviations used throughout the article

AE	academic English
AFL	academic foreign language
BANBEIS	Bangladesh Bureau of Educational Information & Statistics
CE	communicative English
CEFR	common European framework for Reference
CFL	Communicative foreign language
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Secondary Education
EL	English language
ELE	English language education
FLE	foreign language education
FL	Foreign language
FLE	Foreign language education
GE	General English
IELTS	
JLPT	Japanese Language Proficiency Test
LE	language education
LP	language planning
NEP	National education policy
SAT	scholastic aptitude test
TOEFL	Test of English as Foreign Language
UGC	University Grant Commission (UGC)